**Tool 1.5 Quick Quiz from *Team to Teach: A Facilitator’s Guide to Professional Learning Teams***

Directions: Take this quiz and discuss your thinking with a small group of participants. You can find the answers in Tool 1.7, “What does the research say?”

1. The most important determinant of student achievement is:
   1. Socioeconomic status
   2. Teacher knowledge and expertise
   3. Parental and societal factors
2. Most of the achievement gap between poor minority children and students in more affluent communities can be explained by:
   1. Access to more resources and better facilities
   2. Family income and parental education levels
   3. Differences in the quality of teaching
3. How much time per year does the average teacher spend in professional learning?
   1. 8 hours or less
   2. 3 days
   3. One week
4. What percent of teachers identified strong results from those learning experiences?
   1. 8%
   2. 15%
   3. 42%
5. Which group reported spending the least amount of time working together with colleagues on instruction?
   1. Beginning teachers
   2. Elementary teachers
   3. Secondary teachers
6. Teacher experience (years in teaching) is correlated with gains in teaching quality in what way?
   1. The more experienced the teacher, the higher the quality of teaching.
   2. There is no correlation between teacher experience and teaching quality.
   3. There is little or no correlation between experience and teaching quality after the first year of teaching.
7. Which of these structures has proven to be essential for improving teaching quality?
   1. Collaboration to improve instruction
   2. Supportive school conditions and culture
   3. Both A and B

**Tool 1.7: What does the research say?** - By Anne Jolly

What are the most powerful points you want to remember from each section of this reading? Jot notes here.

**Part 1: Effective Teaching Matters**

* **The biggest influence on student achievement and preparing them for life are committed, caring, and competent teachers.**
* **Teaching quality impacts all students regardless of their circumstances.**
* **Students who have ineffective teachers for three consecutive years score as much as 50% lower on achievement tests than those with effective teachers for three consecutive years.**
* **Students with the most accomplished teachers achieved at an even higher level than expected.**
* **Teachers who know a lot about teaching and learning and who work in supportive school environments can overcome many of the conditions outside of school that often impair student success.**
* **A school must have teachers who continually work on and improve their own knowledge and expertise in content, current teaching strategies, and assessment for student success**

**Part 2- Teacher Opportunities to Learn Matter**

**Media impact student achievement**

**Teachers must spend more time in professional learning**

**Teachers must engage in collaboration and on-the-job learning in a climate that supports professional growth**

**Teachers learning must be ongoing, integrated with their daily work, and must maintain momentum over time.**

**Part 3: Collaborative Team Learning Works**

**Working in teams provides a logical way to support and extend the training teachers gain through workshops and seminars.**

**Collaborative team learning is more effective for teacher and student learning and performance.**

**Influences that support teacher team collaboration are the team’s desire for accomplishment, members’ understandings of the purpose of the collaboration, the clarity of the goals and focus, and the school conditions in which teachers work.**

**Tool 9.2: Pre/post survey**

**Directions:** Use the following scale to rate each statement in terms of how well it describes your knowledge and feelings about teacher collaboration. Circle the number that best expresses your answer. Do not put your name or any identifying information on this survey.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strongly disagree** | **Disagree** | **Agree** | **Strongly agree** |
| 1. I am familiar with the rationale for teachers collaborating on classroom instruction. | **1** | **2** | **3** | **4** |
| 1. I know the basic procedures that make up structured learning team meetings. | **1** | **2** | **3** | **4** |
| 1. I feel that meeting regularly in teams to focus on increasing teachers’ knowledge and expertise would be valuable. | **1** | **2** | **3** | **4** |
| 1. I prefer to work alone to learn and to increase my teaching expertise. | **1** | **2** | **3** | **4** |
| 1. I prefer to participate in regular meetings with colleagues to learn and increase my teaching expertise. | **1** | **2** | **3** | **4** |
| 1. When we work together on committees at this school, the atmosphere is collegial. | **1** | **2** | **3** | **4** |
| 1. When teachers at my school work in groups, all members participate and share responsibilities. | **1** | **2** | **3** | **4** |
| 1. I regularly read professional journals and current research on teaching and learning. | **1** | **2** | **3** | **4** |
| 1. I regularly look for different teaching strategies and adjust or change my teaching practices throughout the year. | **1** | **2** | **3** | **4** |
| 1. I want to learn and practice new ways to teach. | **1** | **2** | **3** | **4** |